

Abbott Community Primary School



Behaviour Policy 2017-2018

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Version: ???

Date: August 2017 (latest amendments highlighted in yellow)

Ratified by the Governing Board: September 2017

Review Date: August 2018

Dissemination: This policy is stored on the staff shared area of the school network under, 'policies', as well as posted on our website

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This policy sets out to define a code of appropriate behaviour for Abbott Community Primary School. The policy is based on the school's vision of a safe, caring, thinking school and applies to every individual.

Aims

We aim to provide a happy atmosphere in which staff and parents work together for the welfare of the children, and where children adopt certain agreed standards of behaviour and values, to develop a sense of self-discipline and an acceptance of responsibility for their actions. We encourage children to be polite, well-mannered and helpful to each other in order to become good citizens. The principle that underpins our approach to whole school behaviour is that **no-one has the right to prevent another child from learning or a teacher from teaching**. We aim to give all our children a shared sense of pride in attending Abbott Community Primary School and to feel that it is a place where they are **safe to learn without disruption**.

Praise and encouragement should be used as much as possible so discipline can take the form of rewarding, not always punishing. We aim to emphasise the positive rather than criticise. The Head Teacher is always visiting classrooms to reward children and children are regularly sent to the Head Teacher's office to receive positive praise.

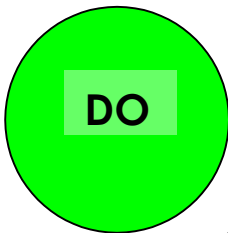
When we do have to criticise, we attempt to be constructive by giving advice on how to improve behaviours. The majority of pupils will respond to encouragement and a good reward system is essential for progress. It is hoped that by promoting positive behaviour and good work throughout the school, we will set the standards that we all wish to see.

As part of our behaviour policy we recognise that parents/carers should be fully informed about their child's behaviour. Every effort is made to ensure that there is good communication between home and school. Should a child's behaviour be cause for concern, their parents will be contacted and the matter discussed.

Our school is a community and children need to be taught as early as possible to appreciate that school is a workplace in which a certain code of behaviour has to be adhered to for the good of the whole community. We use a positive behaviour system that is based on respect for all members of the school community – this is called the 'Abbott traffic Light' system.

2. Guidelines

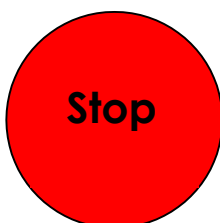
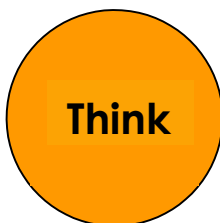
This is a whole school approach to behaviour and **MUST** be used by ALL staff to manage behaviour in and around school.



Every child starts the school day on 'Do' and should endeavour to remain or work their way back to this point over the course of the day.

If a child has continually shown respect and followed the behaviour expectations, they will be moved to 'Outstanding'. At the end of the school day, if a child is on 'outstanding', they will be awarded 5 House Team Points, which will be added to the House Team totals.

If a child is not adhering to the behaviour expectations outlined in class (e.g. *talking over the teacher during input, deliberately distracting/disturbing peers & team mates, failing to follow instructions*) they will be given a discreet verbal warning to alter their behaviour.



If a child continues with the behaviour and continues to disrupt the learning in class after a verbal warning has been given, they will be moved immediately to 'Think'. No further verbal warning will be given!

When a child chooses to change their behaviour and responds appropriately they will be moved back to 'Do'

If a child continues with the behaviour and continues to disrupt the learning in class after a being moved to 'Think' they will be moved immediately to 'Stop'. No further verbal warning will be given!

When a child chooses to change their behaviour and responds appropriately they will be moved back to 'Think' or 'Do' at the teacher's discretion, dependent on the situation.

If the behaviour continues once a child has been moved to 'Stop' and they are not responding appropriately to the system they will be given a Red Card detention.

How the system works.

A discreet verbal warning is given for incidents which only merit a reminder of the class/school rules & expectations. If the child persists in this action then they are moved to 'Think' without further verbal warning. If the child continues displaying the behaviour then they are moved to 'Stop'. Again if this behaviour persists then the child will be given a red card.

At any time, a child may be moved straight to 'Stop' or given a red card or Head Teacher card without going through the Traffic light system. If the occasion merits the card, then this is perfectly acceptable.

<p><u>Red Card</u></p> <p>Break time/Lunch time/After school detention CPOMS referral made Parents informed</p>	<ul style="list-style-type: none">• Working through the Traffic Light System• Play fighting that results in upset and/or injury• Deliberate name calling that results in upset• Addressing any member of staff inappropriately and showing disrespect• Swearing
<p><u>Head Teacher Card</u></p> <p>Straight to Head Teacher to decide on action. CPOMS referral made Parents informed</p>	<ul style="list-style-type: none">• Racist/Homophobic language used in any context• Extreme rudeness to any member of staff• Violence towards another child/staff member

The expectation is that, a child will make their way back down the Traffic Light to 'Do' by choosing to modify their behaviour. Teachers must ensure this is achievable and actively seek to support a child to make their way back to 'Do', within the same session if possible.

In order for this positive behaviour system to run effectively, **all** Abbott Community Primary School staff, when dealing with behaviour must always:

- Remain calm, by not raising their voice
- Discreetly address behaviour with the individual child, without disturbing a lesson
- Clearly explain the consequences of behaviour
- Encourage positive choices
- Be consistent
- Follow up incidents to their conclusion, adhering to school rules & procedures
- Refrain from discussing incidents with other adults or in front of the child

As part of this positive behavior system, NO child is to be sent out of lessons (including PE) to another teacher unless they are unsafe in their behaviour.

Red Card Procedures

Detentions will take place at: Break time [10:50 -11:05], Lunch time [12:00 - 12:15] and the end of the school day [15:15 – 15:30]

When a child completes their detention, depends on during which session they receive the red card. Red cards given during Guided Reading/Phonics or Literacy will be completed at Break time, during Maths at Lunch time and during the afternoon sessions at the end of the school day.

It is the Class Teacher's/TA's responsibility to escort children to their detention, at the relevant time.

Detention Supervision

Break Time (Hall)	Janet
Lunch Time (Hall)	Emma/Georgia
After School (Designated area within own Classroom)	Class Teachers/TAs

At Lunch time, on completing the 15 minute detention, children will have their lunch and can then go out for the remainder of Lunch time.

It is also the Class Teacher/TA's responsibility (depending on who gave the child the red card) to log the incident on CPOMs at the earliest convenience out of lesson times that day. It is then also their responsibility to contact/speak to parents or carers to inform them of the incident. If a parent is not satisfied with the information provided, they can be directed to the next senior member of staff (as indicated below).

Point of contact with Parent	Senior Staff member
TA	Class Teacher
Class Teacher	SLT
SLT	Head Teacher

Parents must be informed of an incident and the subsequent consequences the same day. This must be done at the following times, where possible. If it is not possible to speak to a parent/carers in person, then a phone call must be made and an appropriate message left if unavailable.

Detention	Contacting Parent/Carer
Break time	End of the school day
Lunchtime	End of the school day
After School	Phone call in advance

Class Teachers must take responsibility for ensuring any detention is completed the following break time if parents disagree with children staying after school or they cannot be contacted in sufficient time.

Head Teacher Cards

If a child is given a 'Head Teacher Card' for more severe behaviour, then they must be escorted by a member of staff to the office. The incident must first be discussed discreetly with the Head Teacher who will then talk to the child and decide on any further action. As with red card detentions, the incident must be logged on CPOMs at the earliest convenience out of lesson times.

The Head Teacher will be responsible for deciding on the action/consequence needed, determined by the nature of the incident. This could be break and/or lunchtime detentions for the rest of the week or on occasion a child may spend an allotted period of time on an out of class exclusion. The length of time is determined by the nature of the incident. On these occasions, the Class Teacher must provide relevant and manageable work for the child to complete independently when out of class.

Again it is the Class Teacher's responsibility to inform parents of the behaviour and exclusion from class, unless otherwise advised by the Head Teacher.

In conjunction with these guidelines, the Head Teacher has the discretion to change the punishment in accordance to the severity of the incident. In the Head Teacher's absence, either of the Assistant Heads will deal with such cases.

Exclusions

The Head Teacher has the discretion to exclude a child from school when behaviour is deemed unacceptable. In certain cases where a child is verbally aggressive towards a member of staff, a one day fixed term exclusion may apply. If a child is physically violent towards a member of staff then a minimum two day fixed term exclusion may apply.

Alternative circumstances

School trips/visits

Every effort is made to ensure provision for all children to take part in educational trips and experiences. However, a pupil may be excluded from planned trips, educational journeys or residential visits where the potential poor behaviour of that pupil will harm the reputation of the school or where the conduct of the pupil may put the health and safety of himself/herself or others at risk.

Travelling to and from school/trips

Sometimes incidents of poor behaviour occur at these times. We consider that at such times pupils are representing the school and where such incidents occur, and depending on the seriousness, school sanctions may apply and parents contacted.

Outside of school hours

We take the conduct of our children very seriously and encourage high expectations of behaviour outside of school. Behaviour incidents that occur, which involve children from our school and affect other members of the community, will be dealt with by the Head Teacher or SLT and may result in a Red/Head Teacher Card.

Positive Consequences

Expected behaviour and children who are following expectations will be positively acknowledged throughout the day. Children will be acknowledged and rewarded for effort, achievement and behaviour.

Positive consequences will be in the form of:

- Verbal Praise
- Written Praise (in line with the whole school marking & feedback policy)
- Stickers
- Certificates of achievement in whole school events
- Notes home to parents
- House Points for ending the day on 'Outstanding'
- House Points for effort in Home Learning
- Extended Play times
- Winning House Team fun session

All Class Teachers will enforce the same positive consequences within class and around the school, to ensure our behaviour system is consistent for all children.

The Foundation Stage

In the Foundation Stage Unit we use positive praise as an incentive for good behaviour. This is reinforced by the use of stickers and reward cards. The traffic light system is also used in line with the rest of the school.

The staff always ensure that parents are informed of any occurring problems on a daily basis regarding their child's behaviour. If children cause disruption by unacceptable behaviour or display aggression towards other children, a time out system is used. If a serious incident arises the Head Teacher and the parents will be informed immediately and a plan of disciplinary action will be discussed between staff and parents.

Parental Involvement

As ever, we seek to encourage a partnership of parents, children and the school working together. All stakeholders sign a Home School Agreement, at the start of each academic year in agreement of this partnership. All parents receive information regarding the school rules and expectations when their children start at Abbott and annually, as they move through the school. Efforts are made to keep the parents informed of any changes to behaviour or policy, and of their child's progress in school through continual feedback.

The school operates an 'open door' policy and parents are encouraged to discuss concerns or problems with Class Teachers, SLT or Governors. Building relationships with parents/carers is pivotal in terms of preventing and reducing exclusions. We work

extremely hard to build positive relationships, particularly with parents whose children require a more personalised and individual system to help manage behaviour.

Working with Outside Agencies

The school refers all serious incidents of sexually inappropriate behaviour to the local children's social care services in accordance with safeguarding procedures.

The school also works closely with outside agencies with children who have emotional and behavioural difficulties, who support us in developing Individual Behaviour Plans.

Disability and Equality

One Page Profiles are in place for children identified with SEND. All staff that have contact with the child is made aware of the One Page Profile and in particular the strategies to be used when the child is experiencing difficulties. Individual Behaviour Plans are also developed for identified children. Both IBPs and OPPs work alongside our whole school Traffic Light Behaviour system behaviour system.

Review and Evaluation

This policy will be reviewed and evaluated regularly by staff and Governors.

Ratified: 12th September 2017

